

Camping Magazine

FEBRUARY 1961

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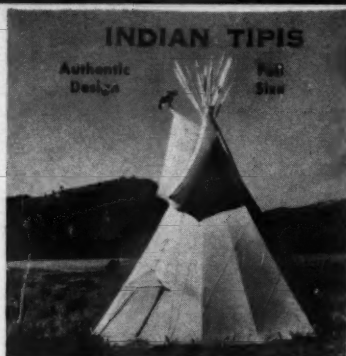
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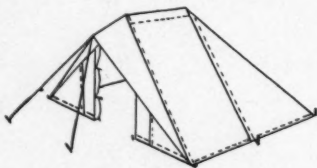
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Feb. 16-18.....Region #6 Convention in San Antonio, Texas
Feb. 22-25.....Region #5 Convention in Des Moines, Iowa
March 2-4.....Region #7 Convention in Asilomar, California
March 8-11.....Region #2 Convention in Philadelphia, Penn.
March 22-25.....Region #4 Convention in Gatlinburg, Tenn.
April 6-8.....Region #3 Convention in Detroit, Mich.

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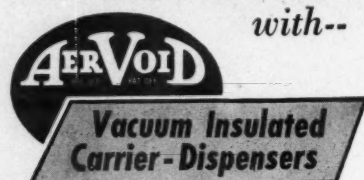
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Camping Magazine

LETTERS FROM READERS

Keep Funds for the Needy

The following letter could stir up controversy in ACA for it happens to be about something that lies in the backs of the minds of most private camping people. Two occurrences have brought it to the fore in my mind. One is the recent nationwide United Fund drives and the other is the unnecessary sensitive attitude of agency people toward private camping, as evidenced in the November 1958 issue of *Camping Magazine* when there were complaints about "expensive country club" camps.

The November 19, 1960 issue of *Saturday Evening Post* says the United Fund "is spent to help the really helpless — families in actual distress." The Albuquerque, N. Mex., Fund allocates some \$35,000 to the operation of the local YMCA Camp Shaver. More thousands are allocated to Scout and other agency camps. This is basically fine and commendable. But how about the hundreds of families making \$10,000 a year or more who take space in these camps? The really underprivileged rarely find their way to many of these camps while all of us, rich and poor, wind up sending many from middle and higher income groups to camp through our contributions to the United Fund.

On the other hand, some (I said some) agency people complain about "expensive country club" camps. Let's remember that private camps are self-supporting, tax-paying enterprises. Since when is that a crime in this country built great through private enterprise? No agency should

complain about a private camp which succeeds without charity funds.

Certainly there is a need for United Funds and fine agency camps, but whenever possible directors should place their sights on the truly needy.

Bill Groves
Silver Spruce Camp, Colo.

A Vanishing Wilderness

Those interested in outdoor camping and canoe tripping should be familiar with and concerned about the problems confronting the Allagash River region in northern Maine. This area is the only remaining vast wilderness in the Eastern United States, and the Allagash River itself has world fame as a wilderness white-water canoeing river.

Two problems confront the Allagash region. One is a proposed power dam near the mouth of the river which would flood out many miles. The other is the increased volume of pulpwood cutting and the resulting construction of trucking roads.

The National Park Service has made a survey of the region and reported it to be a suitable area for a National Park. All persons concerned with the preservation of this region should write to their senators and congressmen urging them to vote in favor of creating an Allagash National Park.

To keep informed of developments on this subject, send \$3.00 to the National Resources Council, 154 State St., Augusta, Maine, for a subscription to the Council's Bulletin.

Robert W. Patterson, Jr.
Glenelg Country School, Md.

BOOKS FOR CAMPING

FUNDAMENTALS OF DAY CAMPING, by Grace L. Mitchell, Association Press, 291 Broadway, New York 7. 1961. \$4.50.

Mrs. Mitchell's book, out this month, has a preface by Sidney Geal, of ACA, which serves as an excellent review. An excerpt from this preface follows:

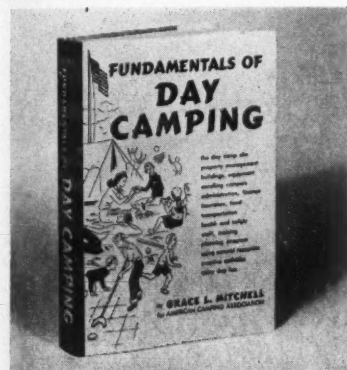
It is one thing to have a set of Day Camp Standards. It is another matter to implement those standards. It is still another thing, and in all

probability the most important, to interpret Day Camp Standards and provide a suitable guide to those interested in and concerned with the operation of good, sound day camping. To the last factor this book, *Fundamentals of Day Camping*, has been devoted.

Grace (Mrs. Donald) Mitchell, chairman of the National Day Camp Committee of the American Camping Association and herself a day camp director, has, in a very concise,

well-organized, and most helpful compliance with Day Camp Standard-fashion laid down the fundamentals essential to day camping and their ards. Using the Day Camp Standards as a base, Mrs. Mitchell has fused the recommendations and actual experiences of the top leaders in the field of day camping, both agency and private.

Intended specifically to meet a need, *Fundamentals of Day Camping* has been written authoritatively,



concisely, interestingly, and understandably. Beginning with the prime factor of the individual worth and need of the camper, it traces all the factors so essential to serving the camper through the medium of a day camping experience. Leadership, site and facilities, program, administration, health, safety, transportation, and all the other factors involved in day camping are discussed, with a view to aiding the newcomer and adding impetus and encouragement to the experienced director in the field of day camping.

HEROES OF THE WESTERN WOODS, by Ralph W. Andrews, E. P. Dutton & Co., Inc., 300 Park Ave. S., New York 10. 1960. \$3.50.

True stories of early logging days in the Northwest.

FAMOUS INDIANS, by Ethel Brant Monture, Clarke, Irwin and Co., 791 St. Clair Ave. W., Toronto 10, Canada. 1960. \$2.50.

A narrative biography of three famous Indians: Joseph Brant, Crowfoot and Peter Martin.

GRASSHOPPERS AND CRICKETS, by Dorothy Childs Hogner, Thomas Y. Crowell Co., 432 4th Ave., New York 16. 1960. \$2.50.

An introduction to a phase of nature for the young reader.

CAMPING MAGAZINE

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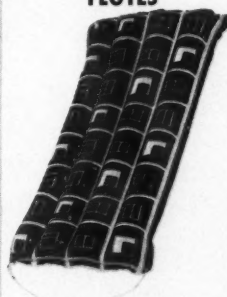
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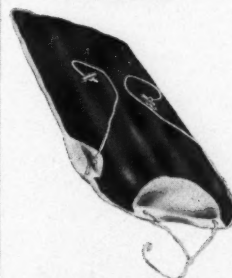
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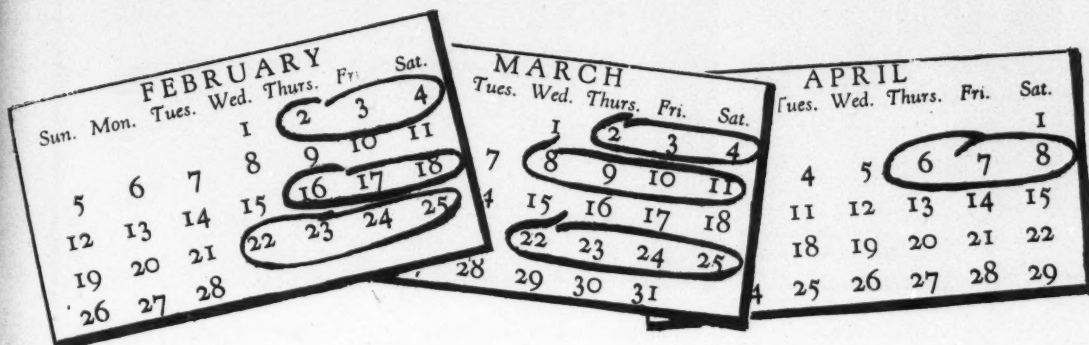
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1961 ACA Conventions Promise Facts, Fun, Fellowship

ACROSS THE COUNTRY ACA Regional Conventions are uppermost in the minds of camping people. Workshops, kindred group sessions, and general sessions emphasizing chosen themes will be featured at each conference. Convention chairmen and committees have worked thoughtfully and long to select timely and interesting topics and to provide speakers and leaders with knowledge and experience to share with convention-goers.

Every camping person will come away from his Regional with increased inspiration, new enthusiasm, and practical ideas of benefit to him and to his campers.

Members of the National Executive staff will attend Regional Conventions as follows: Executive Director Hugh W. Ransom will meet with Region I, II, IV and V; Assistant Director Gerard A. Harrison will be at Region III, VI and VII; Standards Director Sidney N. Geal will attend all seven meetings.

Creative Camping Challenges Children

The entire program of the Region I Convention, meeting at the Hotel Statler in Boston Feb. 2-3, is keyed to the findings of the White House Conference on Children and Youth and ACA's October Workshop on determining the unique contribution of camping in the next decade. The keynote speech is being given by Elsbeth Melville, Dean of Women

at Boston University and immediate past president of the National Council of Campfire Girls. Kindred group sessions are planned to develop the theme.

Reynold Carlson is speaking on stewardship of present and future camp properties, and Dr. Howard Conant, chairman of the Department of Art Education, New York University, is discussing the cultural benefits that derive from creative activity and the worthy use of leisure

ACA Executives To Attend Conventions



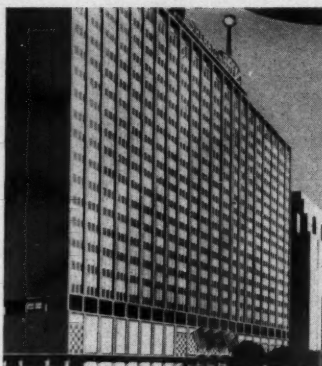
Hugh W. Ransom

Gerard Harrison

Sidney N. Geal



*Region I
Statler Hotel, Boston
February 2-4*



*Region II
Sheraton Hotel, Philadelphia
March 8-11*



*Region III
Wolverine Hotel, Detroit
April 6-8*

time in camping. These featured speeches will each be followed by workshops and seminars to develop techniques for implementing the themes.

Other features of the convention will be an ACA report by Stanley Michaels and Hugh Ransom's banquet speech on the "Camping Movement on the Move."

"...and the Pursuit of Happiness"

The Region II convention at the Sheraton Hotel in Philadelphia March 8-11 is sure to have interested participation by all members attending for they, through questionnaires, had opportunity to help choose subjects and leaders for workshop and interest sessions. Planned as a "shirt sleeves rolled up" conference, it will reflect members' needs and concerns and provide take-home resources of ideas, understanding and know-how.

Among the authorities selected as leaders for workshops are: Dorothy

M. Proud, Fred Carl, Lois Goodrich, Alan Klein, Julian H. Salomon, Stanley Stocker, and many others equally competent.

Also planned are interesting free-time activities such as an opportunity to see and hear the winning String Band of the famous Mummers Parade, an ice-skating exhibition, a "night on the town" with walk-out suppers, and a tour of Philadelphia.

Carnival of Camping

Region III's Convention at the Wolverine Hotel in Detroit, April 6-8, will implement its gay carnival aspect with colorful decoration and live demonstrations by camping groups and by exhibitors. Principal speakers are Jack R. Goldberg, executive director of Wel-Met Camps, Narrowsburg, N. Y.; Merritt D. Hill, vice president of Ford Motor Company and chairman of the Board of the Detroit Area Council of Boy Scouts, and Walter Reuther, president of United Auto Workers.

Members will participate in three

seminars on: Staff Training, Teen-Age Camping, and Leadership and Staff Supervision. In addition 13 kindred and 38 special interest groups will meet for the unique benefits available in small sessions.

Interdependence of Man and Nature

Region IV feels especially fortunate to have an excellent program and such outstanding speakers as Justice William O. Douglas and Dr. Willard E. Goslin, professor of Education at George Peabody College, Nashville, and coordinator of the Korean education project.

Dr. Goslin will speak at the first general session emphasizing the theme of the convention, "Interdependence of Man and Nature," and discussing the premise that man is tied closely to the land and depends on it for spiritual and emotional stability as well as physical needs. Justice Douglas will address the final session on our obligation for using today's re-



*Dr. Howard S. Conant
Region I Speaker*



*Dr. Alan Klein
Region II Speaker*



*Jack R. Goldberg
Region III Speaker*



*Justice William O. Douglas
Region IV Speaker*



Region IV
Mt. View Hotel, Gallatinburg
March 22-25



Region V
Savery Hotel, Des Moines
February 21-25



Region VI
Granada Hotel, San Antonio
February 16-18



Region VII
Merrill Hall, Asilomar, Calif.
March 2-5

sources so responsibly that there will remain expanded opportunities for future generations.

Workshops on "Unique Contributions of Organized Camping in the Sixties," and on Standards, seminars on camp leadership and mountain crafts, many interest group sessions, and such special activities as square dancing, slides, trips, etc., will fill out the stimulating program.

Keys To Open the Doors to Camping for You

The Region V Convention at the Savery Hotel in Des Moines will be preceded by the meeting of the National Board of Directors on Feb. 19-21. It will also be the scene of the installation of Stanley Michaels as ACA president, and Mr. Michaels will speak to the opening general session. Other featured speakers include Douglas Monahan on "Can Camp Change Children?" and Chester C. Elson on "Camping, the Key to Good Living." In addition to interesting

and important small group sessions led by outstanding camping people, there will be a two-session workshop on "Unique Contribution of Camp to Children." Section breakfasts, entertainment features and camp tours will add to fellowship, fun and information.

The Camper—His Changing Interests; His Unchanging Needs

Region VI, meeting Feb. 16-18 at the Granada Hotel in San Antonio, will get underway at the first General Session with the keynote address on "The Camper—His Changing Interests; His Unchanging Needs" by Dr. Rodger A. Moon of the Child Guidance Clinic, San Antonio, Tex. Discussion groups will fill the afternoon, followed by the Convention Banquet with Stanley Michaels, ACA's president-elect as speaker.

On Friday there will be morning and afternoon discussion groups, and

in the evening a sightseeing tour of historic San Antonio and a Mexican dinner followed by entertainment.

Saturday's session will feature a discussion by Stanley Michaels on "Implications for Camping from the White House Conference."

The Tree Grows as the Twig Is Bent

Theme of the Region VII Pacific Federation Conference to be held at Asilomar, Calif., March 2-5 underscores the challenge to camping. Outstanding speakers are Dr. Earl Pullias, Professor of Education at the University of Southern California; Stanley Michaels, Reynold Carlson, Sidney Geal, Gerard Harrison, Arnold Snyder and Frank Washburn. With the guidance of these and other leaders, and the opportunity to share views and experiences, the conference promises a really stimulating occasion and the challenge to return to camps and help bend the twig in the right direction.



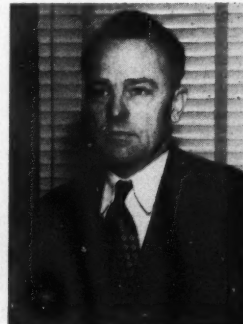
Stanley Michaels
Region V Speaker



Dr. Rodger A. Moon
Region VI Speaker



Dr. Earl Pullias
Region VII Speaker



Reynold Carlson
Region I, VII Speaker

The Challenge of Change

How camping is affected by continuing social and economic changes

By Harold D. Meyer
Chairman, Recreation Curriculum
University of North Carolina

ONE significant social phenomenon of the contemporary era is the rapid growth of population with its ramifications and complexities. Marked changes are taking place with people, social customs, social institutions, economic status and land situations.

Looming large upon the horizon of this scene is the tremendous growth of facts and factors producing the fascinating phenomena of the place of leisure in the life pattern of our people and its significant acceptance as a way of life.

Recreation is now accepted as a major force in individual and social wellbeing. In the general pattern of social change, recreation assumes an ever-increasing position of importance. It takes its place along with health, education, work, religion and welfare as one of the essentials in every individual's personality and every community's social well being.

Trends Are Significant

Out of these social processes come some very significant trends affecting camp and camping. To enumerate a few—

1. Projection of the present birth rate to that of the 1960's foretells an increase of 20 per cent over the 1958 level,

2. In the late 1960's the child population (under 18) will reach approximately 75 million,

3. There will be a marked increase in the population segment over 65 years of age—possibly over 20 million in retirement,

4. Adults will demand increased attention especially the group in pre-retirement years—50 to 65.

5. Present expansion of suburbia will definitely continue creating a continued crowding of existing lands with less large land areas available.

These trends present both challenges and marvelous potentials for camping.

The first is *land acquisition*—securing adequate land resources. Near every large city we find camps established 10, 15 or 20 years ago that have now outgrown their areas and, in some cases, suburban developments are now encroaching upon them. Great numbers of these camps are searching for new campsites and moving 50, 75, or 100 miles out in order to find such areas. It becomes increasingly difficult to find adequate land areas for new camps. Some of the best land is held by public agencies — state parks, state forests, or federal land. There is an increasing tendency for these public agencies to make it possible for voluntary agency groups to establish camps on public property and for the public to utilize the areas for camping purposes.

Another problem related to land use has to do with the overuse and misuse of some of the present campsites. The American Camping Association has a standard of an acre per camper. Many camps are inadequate in terms both of the amount of land and the resources available on such land for camp purposes.

Suggest Study

The ACA would be well advised to make a continual study of this problem and have its findings reach the professional camp leaders accompanied with practical suggestions on policy and procedure. There must be full realization that this problem is highly competitive with housing, industrial plants, shopping centers, corporate farm enterprises, public institutions, government services and above all highway developments. Time along with land is running out

for prospective needs and foresight, initiative, imagination, coupled with the willingness to pay must be the order of the day.

The second trend is the movement toward *specialization* in camps and camping. This trend suggests day camps, family camps, church sponsored camps, camps for problem children, camps for the aging, school camps and travel camps. We will use two of these specializations for illustration—camps for the ill, the handicapped and the emotionally disturbed and camps for the aging.

The past decade has witnessed an extensive expansion in recreation in the hospital setting and programs for the ill and handicapped as an adjunct in the convalescing and cure of mentally and physically ill and handicapped patients. The camp setting offers unlimited potentials in this field for both diversion and therapeutic practice and values. In the special fields of tuberculosis, orthopedics, pediatrics, and psychiatry many experiments are now being practiced. Surely life's complexities indicate this aspect of camping should be of tremendous value to our citizenship. Let's dare to experiment, research, and practice in this realm to add another rich contribution that camps and camping can make in the amelioration, cure, and prevention of human ills.

A growing segment of age classification is that period of 65 years and over. The field of gerontology is making rapid progress and the place of the camp and camping is receiving increased attention. At the present time the emphasis is through day camp programs sponsored by municipal departments of recreation and numerous private agencies. Camp philosophy fits ideally into this age



—Camp Arcadia, Casco, Maine

structure and can be a major force for enriched living. Here are over 14 million citizens available for full or limited camp experiences — do we dare to fail a challenge of this magnitude?

Let's pursue another trend—that of year around camps and camping. The capital investment of camps grows increasing greater. Can tying up great sums of money in expensive facilities to be used for only three months of the year be justified? As adult camping grows in popularity, as school camps are established, as the specialization areas are sponsored and promoted, camping will become year-around. This is practical in any climate, under all ecological factors and can be adjusted to population classifications and special interest groups. Camp leadership can readily build for and gradually find full-time utilization of the camp site. As a need to satisfy the 172 million people who under varying circumstances can utilize year around opportunities the concept is sound. Rental opportunities are possible during certain seasons of the year for meetings, workshops, institutes, and conferences. Imagination, daring adventure, and practical procedure can surely place the camp on a year around basis—the needs are legion.

Now for a few very interesting problems and here I recognize there are differences of opinion and respect the right of differing.

There is clearly discernible a downward trend in the age of campers. This has been going on for a decade or more.

Private and agency camps have virtually lost, in volume, the camper of high school age. The adolescent group today is not being reached as formerly. In the light of juvenile facts

there is a need for research here to get at the "why" and to formulate programs to retrieve this age classification.

Times have changed and patterns of adolescent life have changed too. There is increased competition for the time of the adolescent—the enriched and expanding program of extracurricular activities in the school, movies, television and radio, athletic clubs, country club golf and swimming, recreation department programs in community centers, contests and tournaments of all types, and general travel, along with numerous other calls and enticing interests. The modern camp, offering adventure and rich experiences involved in the realm of nature and camp lore, can receive its share of adolescents without competitive duplication of any of the above program techniques.

Train Leaders

There is always the problem of leadership. The success of any camp program depends more upon its leaders than on any other factor. Quality leadership, trained and experienced, form the very foundation for a well organized camp setting and camp centered program. The very type of activities call for special training. I refer to education and training for camp leadership—not counselors but those who will enter this field as a career.

Institutions of higher learning now offering recreation education are not ready at this time to go into much high powered specialization for professional preparation. Rather, the emphasis is on the establishment of worthwhile majors in the general field of recreation. It would be my candid opinion that we would make a mis-

take to hurriedly push the training of camp personnel into many institutions. Rather be selective, build half a dozen sound regional programs, let these training programs get settled, have experience, turn out tested leaders and then broaden opportunities as needs arise.

One of the great needs for assuring recognition of camping as a contributor to the development and progress of society is a body of scientific knowledge based upon intelligent research and study. Every effort should be made to come to understand its purposes, its values, its by-products, and its potentials for helping improve the individual and the social order. To do so it should be subjected to study, exploration, and research. It is axiomatic that knowledge must precede service and that theory must precede its application.

In comparison with the physical sciences, and in fact many of the social sciences, camping is relatively untouched by research. It requires increasingly critical and exhaustive investigation and experimentation in order to improve and revise currently accepted conclusions in the light of newly discovered facts.

Better Life Ahead

We move into the future confident of our contribution through camping for a better life. In that belief we shall dare to think ahead, plan ahead, move ahead for the citizenship of today and tomorrow. Surely out of all these efforts must come a better world, a finer way of life for all of our folk. We must believe that and *through intelligent leadership*, move forward to the new day, when camping in all of its aspects joins hands with social forces.



—Forest Lake Camp — Photo by Paul Parker

How Campers Share Fun, Responsibility of Planning Campfires

By **Harold W. Nash**
Program Director, Totem Camp
Harrisville, N. Y.

CAMP PROGRAMS are the result of the organization, philosophy and facilities of the camp. In our camp situation the experience and abilities of the staff and the flexibility of the program are of equal importance. Our primary objective is to guide our campers in activities that will help them engage in successful overnight camping experiences.

Our camp philosophy is one of sharing work, sharing fun and sharing responsibilities. Bed making, bunkhouse sweeping, table setting, dish washing and toilet facility cleaning are examples of ways in which campers share work. Planning their own campfire programs is an example of how our campers share responsibilities and fun.

Our counseling staff is made up of young adults who are education-minded in college training, and most are teaching in public schools. With a staff that, for the most part, has had professional training in handling, teaching and counseling children, a camp program may include success-

ful camper planning of activities with counselors acting as guides.

When our campers meet on the first Monday of their stay in camp, they are divided into four to six groups of six or seven campers each. This division is made according to age, camping experience, and camping experience at our camp. To lend an adventurous and pioneering connotation, a forestry name is given to each group. Chippers, Foresters, Sawdusters, Loggers, Trappers and Rangers are names we have used recently.

A significant educational principle maintains that children show more interest in activities in which they have had a part in planning and organizing. Each morning, Monday through Friday, a counselor and a junior counselor meet for about two hours with their group and guide the campers in planning and organizing the presentation of campfire programs, church services, morning activities and some evening activities.

Our entire camp of 20 boys and

20 girls meets with staff each evening as one large group for a campfire program. Before the first morning-group meetings begin, I post a two-week schedule of the campfires for which groups are responsible.

The Trappers may be scheduled for the campfire program on Monday evening, the very first day they have met as a group. After making sure that the boys and girls know the name and something about every other person in the group, the counselor asks his Trappers about activities they would like to have take place at their campfire.

The counselor attempts to find some type of responsibility, large or small, for each camper and the junior counselor in his group. Thus the campfire becomes a program presented by the Trappers as a group, rather than one presented by the counselor and a few talented individuals. The announcer or master of ceremonies may be a boy who is unable to lead a song or explain a game satisfactorily. Perhaps a very shy girl will tear

up strips of colored paper and place them in strategic places for the Barnyard Game. Starting a fire for the program might be the contribution of two others. In planning for the next campfire, the counselor attempts to see that these "behind the scenes" campers assume a role that brings them into the limelight a little more.

Campfires including songs, simple games, skits, relay races, charades and tricks give ample opportunities for each person in the group to explain, demonstrate or instruct, and these are used most often. Programs such as "Capture the Flag" and square dance add variety and keep the schedule alive and interesting.

The Trappers' counselor draws from the children in his group suggestions which are put down on a list. When the group has compiled a rather adequate list, the group begins to decide which activities on the list are to be used at the campfire for which they are planning and which activities can be saved for use at another campfire program.

The order of these activities is next in the planning. Campers consider physical activity, restful activities, a good balance of songs and games, variety of events, age of campers, place and timing of their program, and the theme of their campfire.

If an outdoor program is planned, the rainy weather possibility must be considered. Very often the group plans two complete programs, one for indoors and one for outdoors.

If judges, extra equipment or prizes are needed, these arrangements must be made in advance of the actual presentation.

If the program is to begin 15 to 30 minutes earlier than usual, everyone affected should be notified in advance.

Extra supervision, as in the case of a swimming night, must be arranged and planned for by the group.

Campfire A Tradition

Except for programs presented in our gymnasium, we attempt to have the campfire program end with the entire camp seated around a fire. We close each night's campfire with the same two songs. In this way a tradition is established and practiced.

Our campers, aged 10 through 16, gain a great deal of organizational insight by planning and evaluating their own campfire programs and they become very skilled with practice. They enjoy the opportunity to use their own ideas, and the stimulus to do something new and different makes for interesting programs.

A Camp Health Must — Safe Water Supply

By Thomas D. Laughlin

POTABLE WATER means "that which is fit to drink" and the first requirement is that it be free of organisms which cause disease. Unfortunately, unsafe water seldom gives warning of its impurity—appearance, taste, and odor may be perfectly normal, yet it may be teeming with lethal germs. Unfortunate, too, is the fact that, as more people use recreational facilities, as more camps and resorts are built, as our population grows, and as our "suburbia" expands and fills in, the more critical is the problem of providing a dependable safe water supply.

Chlorine has efficiently safeguarded public water supplies for the last half-century. This nation-wide experience is emphasized in the publication (No. 24) "Individual Water Supply Systems" by the U. S. Public Health Service which states plainly that "chlorine in some form offers the most dependable disinfectant."

Today, water supply sanitation problems are usually worse in suburban and resort areas because of several factors. There may be inadequate local regulations for water supply protection. Uncontrolled development of neighboring areas may crowd or deplete underground sources of supply. Waste disposal problems become increasingly critical as communities grow. Also, seasonal operations of camps may create opportunities for contamination during the "down" periods, or introduction of contamination when the system is being returned to service. Economic problems are, of course, basic in all seasonal operations and reasonably-priced chlorination equipment is important.

Camps have a legal as well as a moral obligation to provide safe water. With modern equipment, application of liquid sodium hypochlorite to the water supply offers a simple and economical way to meet this obligation. The problems associated with use of powdered germicidal materials—mixing, stirring, and dissolv-

ing of the "stock solution," frequent cleaning of the solution reservoir, and the dismantling and cleaning of clogged injection pumps can be eliminated by using a liquid sodium hypochlorite system.

Heavy-duty pumps of the positive displacement type have proven their usefulness in the sanitary control of swimming pool waters and other chemical feeding applications for several decades. This experience has now made it possible to produce a smaller adjustable unit of the same basic design.

The new units make proper chlorination feasible to safeguard any individual water supply since they are economically priced and easy to install, yet dependable devices which require a minimum of attention. They are priced in the \$100.00 range and can be electrically cross-connected to the well pump so that whenever fresh water is drawn, it is automatically chlorinated at the proper concentration. In use, liquid sodium hypochlorite is simply poured into a suitable reservoir and diluted with plain water to the correct strength. This solution is then injected into the raw water as it is pumped from the well.

Cost Is Small

What about cost of operation for such a system? To ascertain actual operating costs, let us assume that about 50 gallons of water per day (normal domestic usage) will be required for all needs of an individual. In chlorinating at 1.0 part per million (average dosage) for an operation serving 100 persons, a single gallon of liquid sodium hypochlorite sanitizer would last 11 days. The cost for chemical then would be about 10 cents per 100 persons per day, or one-tenth of one cent per person per day.

—Mr. Laughlin is a technical consultant for Klenzade Products, Inc., manufacturers of water purification equipment.

What Do Teenagers Like To Eat?

By Alice Easton
Food Consultant
H. A. Johnson Co.

IN PLANNING menus for camp we should consider both what teenagers should eat and what they like to eat.

Let's examine a few menus. Certain foods "stay by" us longer than others. They used to say it "sticks to the ribs." For example, after eating ham and eggs we will not become hungry as quickly as after a meal of fruit salad with cottage cheese. The reason is that it takes longer to digest ham and similar meats having a certain amount of fat, than it does food like fruit or cottage cheese. So, in order to increase the staying power of the latter, we might have bowls of peanut butter on the table or serve peanut butter sandwiches with the salad meal. Likewise meat sandwiches such as ham, meat loaf or bacon will keep a person from becoming hungry for a longer time than if just bread and butter or crackers are served.

Another way of increasing the staying power of a meal is by serving a dessert such as deep dish apple pie with cheese, hard sauce or ice cream; pineapple or apricot upside down cake; gingerbread with apple sauce or fruit cup with cookies.

The following main course items are generally liked by teenagers: hamburgers, cheeseburgers, frankfurters with baked beans, frankfurters stuffed with cheese and wrapped in bacon are all top favorites. Pizzas are popular in many areas. These can be made in sheet pans instead of circles and when made with cheese, potatoes and ground beef are a satisfying meal. Link sausages served with whipped or scalloped potatoes and green beans, peas or carrots, and apple sauce, of course will have good staying power.

Chicken and turkey should not be saved just for Sunday when parents come to visit. Price-wise these foods cost less than many meats and are always a treat. Chicken pie, chicken and dumplings cooked in a steamer, or biscuit will bring joy to any group. Cranberry sauce or a jellied cranberry and diced celery salad will add color and flavor. Whipped potatoes and peas might be varied by serving candied sweet potatoes with green

lima beans, broccoli or asparagus. Chicken scalloped with noodles, rice or macaroni are popular combinations. Chicken or turkey loaf is well liked served as a hot entree or as a cold sandwich. For a change try baking the mixture in a baking pan and cutting in into squares. Sometimes this is easier to serve than in a loaf.

Fish meals are sometimes a problem. Fried fish fillets, fish balls or fish sticks are liked by most teenagers. Halibut, haddock, swordfish and lake trout baked or broiled and served with lemon butter are more acceptable than fish having stronger flavor.

If fish, clam or lobster chowder or shrimp bisque are served as a main dish, even a large bowl will not stay by as long as a broiled, fried or baked fish. So, it is well to serve in addition to the chowder, hard cooked or deviled eggs and sliced cheese to supply the necessary protein.

Tuna A Favorite

Tuna is a universal favorite on Friday or any other day of the week. Try serving tuna burgers, made of tuna and bread in patties. Shish kabobs make a meal interesting. Scallops, squares of halibut or fillets of flounder may be slipped onto long skewers, alternating with wedges of tomato and whole onions. After this food has been brushed with either French dressing or a mixture of oil, vinegar and desired seasoning, the skewers may be baked in a hot oven or they may be cooked over an open fire.

As a rule, teenagers do not like what they call "mixed up" dishes — casseroles to you and me. However they will eat corned beef hash, meat and vegetable pie, American chop suey (beef, tomato and macaroni,) chicken or pork chow mein, meat ball stew and spaghetti with meat sauce. Whenever made over dishes are served, an especially nice dessert or hot biscuit with strawberry or raspberry jam can be an extra bonus.

Variety in breads and cereals is a good way to get teenagers to eat well rounded meals. Oatmeal bread, corn bread, blueberry muffins, Sally

Lunn, apple coffee cake, or orange and date muffins all add interest to a meal.

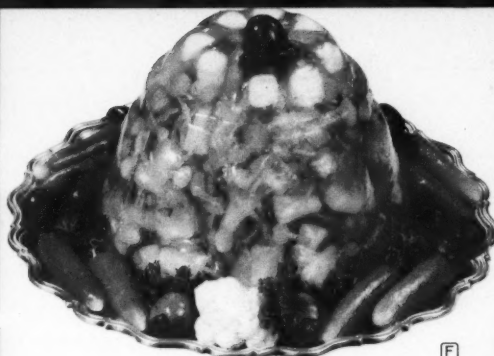
Getting teenagers to eat foods rich in vitamin A and C has always been a problem. We often think of fruits, vegetables and salads as being the best sources of these necessary nutrients. But serving a salad on a separate plate is often impossible in camp. So try having large bowls of salad, such as tossed greens, sliced tomatoes, fruits, chopped cabbage, grated raw carrots and raisins to be passed, or serving canned fruits on the main plate. Peach halves with ball of cottage cheese, a pitted prune or ball of cranberry sauce, pear half with rosette of peanut butter, cube of red jelly, mandarin orange sections or a date, apricot half with pitted prune in center or banana rolled in chopped nuts or crushed macaroons or jellied raw vegetable or fruit salads add color, variety and essential vitamins.

Teenagers' eating habits often need correction. Girls, who are weight conscious, are more of a problem than boys. However, girls, and boys too, who have skipped breakfast at home, will soon find that they cannot keep up with camp activities without food in the morning. Unusual fatigue is often the result of a poor breakfast.

Another poor habit is eating between meals. Granted, we cannot do away with it entirely so long as machines are constantly dispensing candy and soft drinks. However, since these items are "empty calories" the machines should be locked until middle afternoon or evening so that teenagers will not substitute these items for regular meals.

Some Need Snacks

Since young people differ in the quantity of food needed, it seems advisable to have snacks available for those who need extra food. Milk, ice cream, fruit juices and bread or crackers with peanut butter all have real food value and can be made part of the daily menu pattern when eaten at the proper time. Some of these items can be dispensed from machines.



(F)

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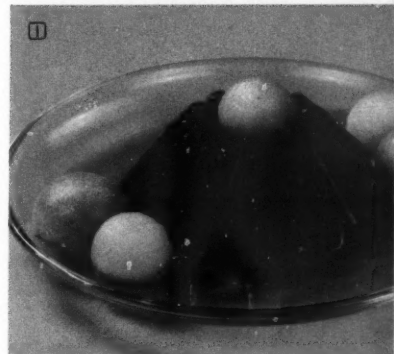
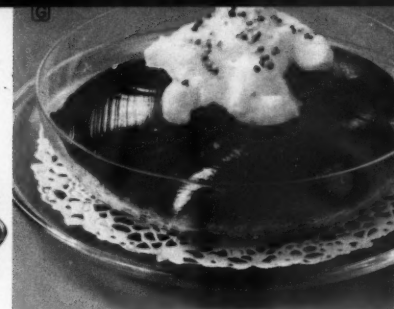
(A) Melba gelatine garnished with Sexton peach slices. (B) Citrus gelatine with lettuce and sections of Sexton grapefruit and mandarin orange.

(C) Wild Cherry gelatine with Sexton mayonnaise and nut topping; bordered by endive and Sexton kumquats. (D) Sexton 5-flavor gelatine melange, with cubes of orange, lime, black raspberry, lemon and wild cherry. (E) Apple gelatine with grapes. (F) Buffet salad of Lemon gelatine molded with Sexton pineapple tidbits and marshmallows, white raisins and shredded carrots; bordered by Sexton tiny whole carrots, stuffed olives, cauliflower and rosebud beets.

(G) Red Raspberry gelatine topped with whipped cream and decorates. (H) Lime gelatine enclosing shredded cabbage, Sexton pimientos and green peppers; garnished with a radish rose, endive and pecan-capped cheese ball. (I) Black Raspberry gelatine with melon balls. (J) Orange gelatine bordered by water cress, avocado slices, cream cheese ball with grated nuts and Sexton Royal Anne cherries. (K) Strawberry gelatine with marshmallow and strawberry slices within; decorated with whipped cream and a halved fresh strawberry.

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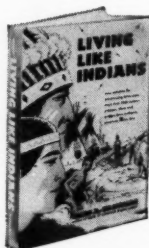
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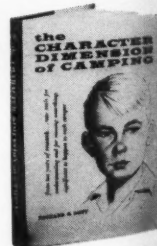
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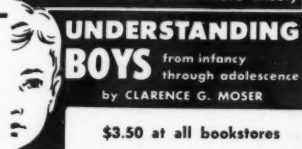
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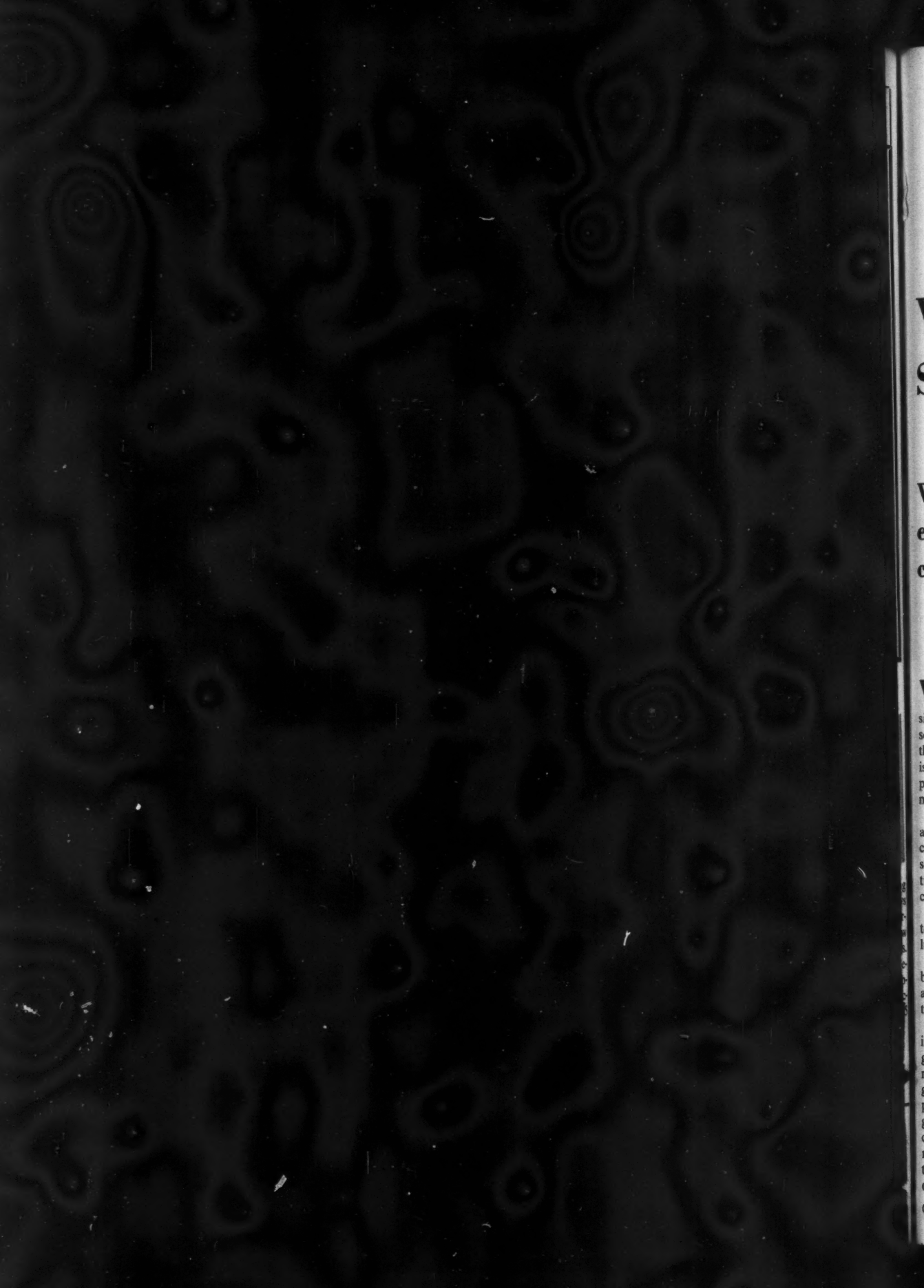
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Why Emphasize School Camping?

Why are today's educators encouraging school sponsored camping programs?



—Milwaukee Public Schools Day Camp

By Dr. Jonah D. Margulis
Buffalo, N. Y., Board of Education

WHAT HAS caused many contemporary educators to emphasize the importance of school sponsored camping programs as part of the regular school curriculum? What is the educational philosophy that has prompted the growth of this movement?

Some of these are outlined in this article as well as the results of psychological experimentation showing some of the educational and emotional advantages inherent in school camping situations.

In our democratic society, educators suggest that the school curriculum:

"... instill in the learner a balance based on a respect for the individual and on each individual's respect for the right of others.

"This curriculum must exert meaning and force by developing: a program of work, play, recreation, and rest; a personal philosophy of life to give direction and wholesome purpose to one's way of life; a steady growth in self-knowledge, self-criticism, self-control and self-reliance; a mastery of skills, abilities and attitudes necessary for vocational and economic competence and self-sup-

port; an alertness to human values and responsiveness to human problems; a high degree of good judgment in evaluating policies, a willingness to accept proposals for the general welfare; a degree of ability to think critically; a desire to analyze and to experiment; and a knowledge and appreciation of nature."

It is at once apparent that these desirable objectives can not be attained solely in the classroom.

Broaden Experiences

The search for curricular experiences to enable each individual to realize his best personal and social competence in our ever-changing environment is continual. Educators have continually examined and revised the open-ended curriculum to allow inclusion of new procedures to meet special needs of pupils.

It is not enough to plan only for those forces which affect the child in the classroom. Extra-curricular activities were added to broaden the vicarious experiences of pupils. For material which could not be brought into the classroom, the class would, if feasible, go to the source or site

of the material. However, these community resource programs, plus the material and the experiences of the pupil in the school room, still did not meet all the requirements of the suggested curriculum.

What was needed was a medium to draw together those objectives that were unable to be met in the classroom and the teacher-pupil environment. Philosophers believed and psychologists found that children gained more information and retained it longer if the learning situation took place in an "activity" situation or environment.

To some educators, activity programs implied outdoor activities as well as activities in the classroom and they began to expand their programs to incorporate outdoor education.

Resultant Change

Thus we see the course of educational theory and practice veering toward the course taken by those who educated the young of past generations.

Anthropologists uncovered evidence showing how primitive youth obtained fundamental knowledge

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SECTION

learned through observation, imitation and inculcation.

In "An American Philosophy of Education," Jac C. Knode points out how with the appearance of the written word, education of the young of the wealthy classes became more and more formalized. The emphasis was on symbolism, literature, and more philosophy. It was not until the 16th century that formalized education lessened this emphasis on the study of literature and philosophy, and more attention was given to other areas. It was in this period that Montaigne preached that in nature, man could come to know himself better.

In the 17th century, John Locke believed that knowledge came principally from external experience, or environment. Not until the 18th century, however, did past educational theory begin to split up and grow offshoots. The man responsible for much of this disruption was Jean Jacques Rousseau. In his writings, Rousseau declared that nature is the only real teacher, and that it is the responsibility of the educator to aid nature by arranging and augmenting the lessons of experience rather than by instructing the pupil directly.

At the turn of the 19th century, another wedge was driven into traditional education by Johan Pestalozzi who claimed that the pupil learns best when the activities, as well as the senses, of the child are involved in the learning experiences.

Philosopher John Dewey put into practice some of the convictions of

Rousseau. Dewey's book, "How We Think" enlarged upon his thesis, that "one learns by doing." Dewey's plea to educators to have children "learn by doing" still does not necessarily bring the pupil into the out-of-doors. A vocational or manual training class permits the pupil to work with materials and be, at the same time, exposed to mathematics, art, architecture, language, literature, social studies, and any other subject that the instructor can involve.

In the 1930's, Lloyd B. Sharp stressed the importance of the proper environmental setting in the educational framework. However, it was not until the following decade that school camping was formally accepted by many educational organizations.

Two factors inherent in school camping programs, but perhaps lacking in many school situations, have been found by social and experimental psychologists to have a positive influence on retention of presented material and information. These factors are:

Active participation in the learning situation.

A more intimate relationship between the teacher (counselor) and the pupils.

The school camp setting and the absence of the clock, allow an interested group to work, if necessary, uninterrupted for long periods of time — until their project or discussion comes to its natural end.

The use of a dynamic school camping program can motivate pupils more adequately in becoming interested in learning facts about other fields.

Organize Learning

Nathaniel Cantor points out in "The Teaching-Learning Process" that if learning is to be significant and useful and if it is to make a difference, the learner must want to learn. Also, for learning to be most effective, it should be meaningful. To be meaningful, learning must be organized and presented in such a way that the pupil is able to understand, analyze and see the relationships between it and other events in his experience. A school camp situation with the outdoors as a classroom, gives the teacher-counselor an excellent opportunity to present aspects of nature and allied sciences to the pupil for a better understanding of existing relationships.

At the turn of the century experimental thought began to uncover the possibilities for individual growth in

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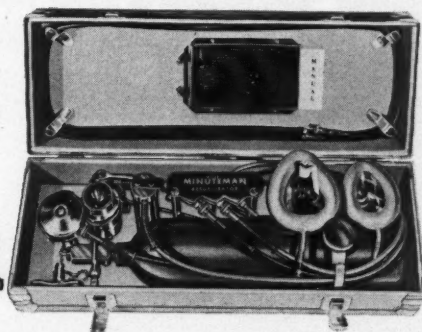
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the associations with other persons in a small group under skilled leaders. Group work became recognized as a principal therapeutic and educative instrument.

Sharing, planning, discussing, working, and evaluating are as fundamental to group or camp living, as they are to good educational practices in the classroom.

Camping philosophy tends to limit the number of children to groups of not more than eight to retain a greater possibility for a one-to-one relationship and to allow for more opportunities for self-expression and to promote group solidarity.

A school camping situation, where each group of six to eight campers is under the supervision of a teacher, teacher-counselor, or specialist, has been found to be a better teaching situation than the traditional classroom situation. G. B. Watson has shown that the product of the thinking of the group is better than the average thinking of members or of the best member. The larger the group—from six to ten—the better the quality of the product.

School camping programs may be considered as activity programs as contrasted to a non-activity program. Experimental studies have shown that pupils who participated in the activity form of program, which is common to school camping, surpassed the controlled groups in such activities as those requiring leadership, experimentation, and self-initiated enterprises, and also in tests that call for intellectual operations.

Activity Groups Tested

Results of additional experimentation on activity groups and traditional groups indicate that on a comprehensive test measuring basic skills and application and use of knowledge, the activity group made 25 percent more improvement in finding information, drawing conclusions, and applying generalizations to new areas, and in their fund of general information.

From the point of view of the individual in terms of personality development, the climate of school camping may be of greatest benefit especially for the socially apathetic pupil or one with no determinable expressive interests. Perhaps for the first time in his life, this pupil, while in the school camp situation, is living and working in a situation where he feels the need for working in cooperation with others and begins to understand what consideration for the rights and needs of others mean.

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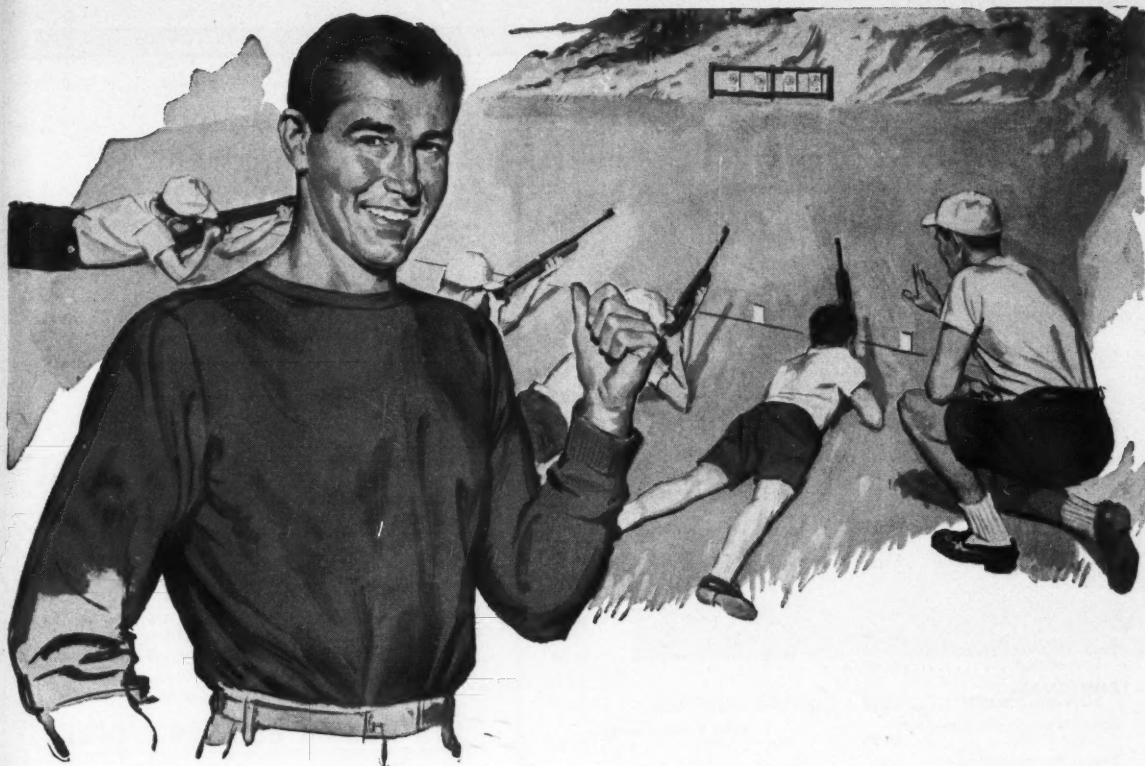
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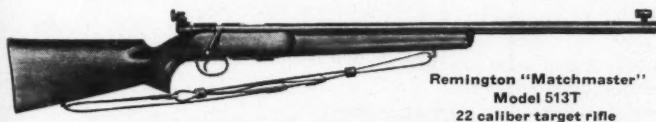
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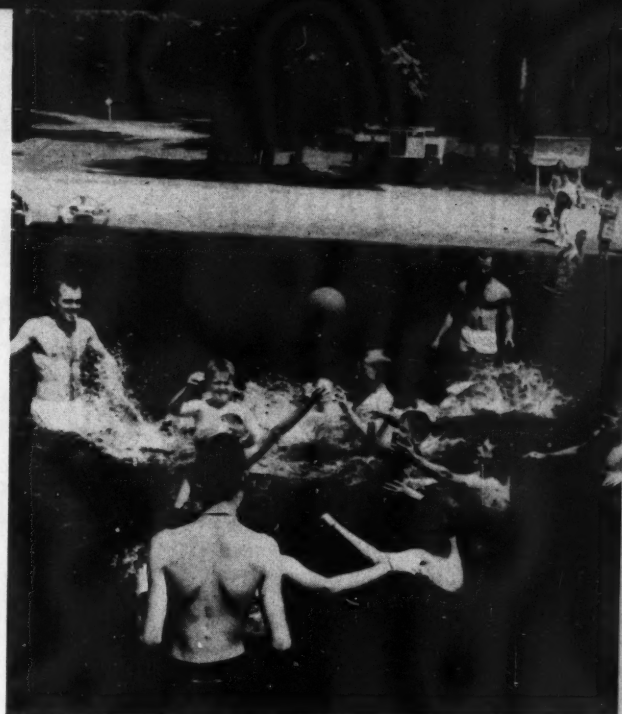
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How to Pep Up Swimming Program with Incentives, Skills



By Gerald Schattner, Irvin Tobin and Norman Walter

Boys' Waterfront Director, Head Counselor and Girls Waterfront Director, Camp Ranger

CAMP SWIMMING instruction is often comprised almost entirely of swimming courses designed by the American Red Cross. These are the Beginner, Intermediate, Swimmer, Junior and Senior Life Saving, Advanced and Water Safety Aide courses. Some camps, in addition, conduct either a basic or advanced boating course and a few conduct a survival swimming course. However, after conducting this type of swimming program for a number of years, we felt a definite need to provide additional swimming courses so that every camper might participate to his maximum ability in the camp aquatic program.

A large percentage of our camp population was in the 10½ to 12 years and 13½ to 14 years age groups.

Youngsters of today with average swimming ability seem to be able to complete the ARC Swimmers course by the age of 10½ or 11. Most boys who have had instruction in swimming for a number of years find it easy to complete their Junior Life Saving by the age of 13½. Our Aquamaster program was introduced in

an effort to supplement the Red Cross Program and meet the needs of the aforementioned age groups.

During the first experimental year of the program only a Senior Aquamaster course was put into effect. It was designed for the 13½ to 14 year old age group, whose swimming ability can be measured by the fact that they had already completed their ARC Junior Life Saving program before they came to camp.

The original Aquamaster course was received enthusiastically by the campers. It led to the introduction of a Junior Aquamaster program. The Junior program supplements the Red Cross program for the 10½ to 12 year old age group. While this course is very similar to the Senior Aquamaster program, the skill requirements are on a junior level.

The candidate for the Junior Aquamaster is not expected to perform the various life saving skills. However, we have included some elementary rescues. We are glad to note that this program encourages campers to take the Junior Life Saving course as soon as it becomes available.

The objectives of both the Junior

and Senior Aquamaster courses are to teach the advanced swimming and lifesaving skills (for this age) to the gifted swimmer and to create and stimulate a desire to do further aquatic work.

With these objectives as our guide, and, as a result of our experience, we have evolved the following courses:

Senior Aquamaster

- I. Swimming and Diving
 - A. Swimming
 1. Sprint swimming: 40 yds. in 35 sec.
 2. Distance swim: ¼ mile in 11 min.
 3. Proper form
 - a. Free style
 - b. Back crawl
 - c. Inverted breast stroke
 - d. Orthodox breast stroke
 - e. Butterfly breast stroke
 - f. Side stroke
 4. Underwater swim: 20 yds.
 - B. Diving—form
 1. Standing front dive
 2. Running front dive
 3. Racing dive

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 - B. Boat rescues
 1. Rowboat
 2. Canoes
 3. Surfboard
 - C. Survival swim techniques
- III. Small craft
 - A. Techniques in handling small craft
 1. Canoes
 - a. Strokes
 1. "J" stroke
 2. Bow stroke
 3. Sweep stroke
 4. Reverse sweep
 5. Bow rudder
 6. Cross bow rudder
 7. Draw stroke
 8. Pushaway stroke
 9. Diagonal draw stroke
 10. Sculling
 - b. Canoe over canoe rescue
 - c. Canoe over canoe double swamping
 2. Rowboats
 - a. Tandem rowing
 - b. Tandem rowing with coxswain
 3. Surfboards
 - a. Launching
 - b. Turning
 - c. Racing, double arm-over arm
 - d. Rescues
 1. Canoe over surfboard
 2. Pohl-Slader
 3. Costello
 4. Santa Monica Life Guard
 5. Blake
 - e. Single and double blade paddling
 - B. Small craft speed attainment
 1. Canoe approx. ¼ mile in 5 min.
 2. Row approx. ¼ mile in 4 min.
 3. Surfboard approx. ¼ mile in 6 min.
- IV. Water Sports
 - A. Water polo
 - B. Water basketball
- V. Ability to teach swimming skill

Junior Aquamaster

- I. Swimming and Diving
 - A. Swimming
 1. Sprint swimming: 40 yds. in 50 sec.
 2. Distance swim: ¼ mile in 13 minutes
 3. Proper form
 - a. Free style
 - b. Orthodox breast stroke
 - c. Side stroke
 4. Underwater swim: 10 yds.

B. Diving—form

1. Standing front dive
2. Running front dive
3. Racing dive

II. Lifesaving

- A. Elementary rescues
- B. Elementary survival swimming

III. Small Craft

- A. Techniques in handling small crafts

1. Canoes

a. Strokes

1. "J" stroke
2. Draw stroke
3. Pushaway stroke
4. Bow stroke
5. Sweep stroke
6. Reverse sweep stroke

2. Rowboats

- a. Tandem rowing
- b. Tandem rowing with coxwain

3. Surfboards

- a. Launching
- b. Racking
- c. Handling and turning

B. Small craft speed attainment

1. "J" stroke approx. ¼ mile in 6½ min.
2. Rowboating approx. ¼ mile in 7 min.
3. Surfboarding approx. ¼ mile in 7½ min.

IV. Water sports

- A. Water polo
- B. Water basketball

Upon the successful completion of the course, an Aquamaster award is presented to each candidate at a camp awards night.

The results of these courses have been increased interest in waterfront activity, improvement in performance by all campers because of their desire to participate in this program, and a continuity of instruction preventing the exclusion of the gifted swimmer from the swimming instruction phases of the aquatic program. Further results are a sense of pride in being part of a different type of program, a feeling of achievement for those who have successfully completed the course, and the development of a sense of leadership.

A great deal of revision, based on our experience, was done on the Aquamaster program after the initial experimental period. More revisions will be made as we continue to learn from our experiences.

It is important that we again emphasize, at this time, that the Aquamaster course is used only to supplement the Red Cross programs for the special age groups discussed.

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—Photos above by Dr. W. J. Siemens



—Photos above by Leonard Kamsler

THE CAMP CATALOG is a booklet showing what one particular camp has to offer. Its main purpose is to educate the uninitiated. These books are also sent to old campers. It is the job of the camp photographer to give the director the kind of pictures that will do the job of showing the camp to its best advantage. Here, we come to the big questions: What type of pictures do the best job? What should the pictures show?

One of the basic elements of most of the pictures should be fun. This is usually closely akin to action and adventure. The camper should be able to identify himself with the subjects in the picture and enjoy doing so.

Many of the photographs in the book should show instruction. Camping is more than just having a good time. A good camp is one with a purpose. A good photograph should show the fun in learning to do something new.

All parents are interested in the mature leadership that all good camps offer to their campers. This should be reflected in many pictures. One of the major concerns of parents is *safety*. The photographer must always remember this and never even consider a picture that might appear unsafe.

Camp Photography By Leonard Kamsler

How to use pictures in camp promotion

Today, most of our modern camps have a large investment in various types of equipment. This should be shown in pictures, especially in cases where this equipment is unusual or depicts some special feature of the camp.

As for what equipment does the job best, I have found the $2\frac{1}{4} \times 2\frac{1}{4}$ twin-lens reflex most satisfactory. It is both quite portable and fast operating. For a second camera, a 35mm with interchangeable lenses is very handy and enables one to get some shots that would be impossible with the standard lens. I also use a small, lightweight strobe (50 watt-second) for fill-in and the occasional inside shot that is needed.

One of the best promotional devices ever used for camps is the camp movie. The film is taken into the communities from which the campers come and is shown at pre-arranged get-togethers. Almost all the old campers come to see themselves and their friends in the film. For this reason it is important to have a new film every year — or at least much new footage every year. Today, most of the films are done in color.

Some camps even add sound. The value of sound goes far beyond the obvious. Many things can be said by an announcer on a sound track that would seem to be rather "braggy" if said in person by one connected with the camp or put into titles with the silent film. In addition, the sound reprint allows the camp to save the original footable and keep certain choice shots in good condition for further use in later films. Cost can be reduced when producing a sound film by using the magnetic tape method, introduced some years ago by Bell and Howell. Here the recording can be done locally, possibly at a radio station, with the help of local announcers and musicians. One drawback of this type of recording is the necessity of a special projector to show the film. This makes "loaning out" the film to remote districts some trouble and cuts out the possibility of using the film on television. Agency camps might find a film of this type helpful in raising funds.

The coverage of the film should be somewhat similar to that of the catalog. It should briefly touch on all of the camp's activities, emphasizing the specialties that the camp offers. In order not to be boring, single scenes should not run too long and different views and angles should be used. One cannot put enough emphasis on the editing of the film. The editor must resist the ever-present temptation of making the over-all length of the film too long. Thirty minutes is a good length. Unlike the catalog, an occasional touch of humor helps to relax the audience and lets them enjoy the film.

I have found the small, easily-portable, magazine-load movie camera most useful in doing camp films. So often one finds himself changing film in unusual and unhandy spots. Contrary to most rules, I seldom use a tripod but pay special attention to holding the camera steady. On the other hand, a well-used exposure meter is vital. For inside work two or three well-placed photofloods will usually do the job. Occasionally, blue photofloods are needed in semi-open buildings.

Some camps use slides to show instead of movies. Here again editing is most vital to make the showing interesting and entertaining. It is important to remember that a bad or boring showing can do more harm than good.

There is also a good deal of photographic work that can be done during the camping season. Group photos are usually taken and prints sold. These are usually posed by the cabin group. Town groups can be photographed and prints sent to hometown newspapers. It has been my experience that they will more than likely be run. If the camp has some unusual feature, perhaps a magazine picture story can be done and used nationally. Often manufacturers are happy to get photographs of their product in use by children to be used in advertising. (In all cases where campers are shown in photographs used for promotion, be sure to obtain proper releases from parents.—Ed.)

Quite regularly parents write the camp, concerned about their children. A photograph of a smiling, sun-tanned face will do more good than 10 reassuring letters from his counselor. A Polaroid camera is very useful for this and similar work.

The job of the camp photographer

is not an easy one. He must like children and enjoy working with them. He should join in the camp program and be known and liked by the campers. Thus, there will be shown in his pictures the fun and happiness that is so essential in the product of his labors.

Camp Photography By Dr. W. J. Siemens

How to get pictures that tell your camp's story

DOES CAMP photography differ from most other photography? Seems to me the answer would be "YES and NO." So far as the basic principles of handling a camera are concerned, general camera know-how about what makes them click and why, the answer would be "no," it does not differ so much from other photography.

From my observations and experiences over a number of years in taking camp pictures, I would say that it is not enough to know all about camera techniques, angles, lightings, etc. The all important factor is taking pictures that show usual, normal camp activities.

There are exceptions, of course, such as a group picture, but the average prospective camper is not especially interested in seeing camp literature with the majority of the pictures groups "mugging" the camera. It boils down to the fact that a camp photographer should have a fair knowledge, or better, of the campers' activities.

Many folk, when they see a collection of pictures—black and white or colored projections—ask, or wonder, what kind of camera was used. There will be differences of opinion as to the size and type of film that should be used. I could never get interested in the newer super-speed film. The finished product seems to lack something. A 35mm is, in my judgment, a smaller negative than one should rely on for black and white. It's an established fact that a larger negative, other things being equal, will make a better enlargement; not that some top rate enlargements haven't been made from 35mm's. It requires better dark room work than most amateurs are capable of.

I use a 2¼ x 3¼ Kodak Medalist with an f 3.5 lens. Though out of production for some years now, the

Medalist is recognized as having one of the best lenses ever produced in the U. S. A 4 x 5 would of course be ideal but when shooting over 100 pictures in a week or 10 days, as I do each July or August, one would consider cost as well as liking less bulk and weight.

Several of the 2½ x 2½ reflex cameras would be excellent cameras for camp photography purposes.

I take in about half as many flash bulbs as I plan to take pictures. They are needed in so many instances in broad daylight to brighten up shadowed areas. I carry a 16 foot extension cord and often hide my flash that distance ahead and perhaps slightly off to one side from my camera, when some principal subject or subjects are some distance away and lighting only fair. It helps a lot. The 5 and/or 25 bulbs are used except for night shots in the large dining room, when the 22's are used. I get atop a dining room table at one end of the room, which is about 65 feet long, and get good detail at the far end of the room holding my flash high above my head (camera on a tripod) and pointing the flash at about the junction of the far and center third of the room. The "spill over" or "fall out" will fill in adequate light for the area nearer the camera and I have found that the closer subjects will not be "burned out" (over exposed). Of course, I do not use my 5-6 inch reflector for these long shots with the 22's. I rigged up one from an old therapeutic lamp that is at least a foot in diameter. They can be bought.

Dining room shots bring to mind one hazard of taking pictures during meal time. With 160 campers, boys and girls, and the staff of about 45 all in there at one time it is not possible for the photographer, even with the help of the counselors, to check

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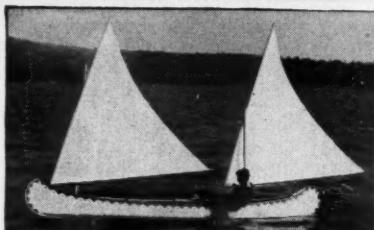


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and double check each "mug" to make sure that one or more are not looking right at the camera. In one instance I felt I had done O.K. — everything seemed just right until the film was developed and a print made —and big as you please, a young teen-ager was standing right in the center of the room staring square into the lens. One could almost hear him say, "I'm Tony Brown. Who are you?" Aside from that it was a perfect shot. It was thrown out.

One youngster out of 200 had fouled it up. This can usually be avoided by watching for a moment when there is some attraction aside from the photographer. With a small group even this presents a problem at times. You can tell and tell them "Don't look at the camera" but they will. You know kids.

For that, and other reasons, I use a sturdy tripod most of the time. One can't see and catch moods as well through a finder, nor is it as easy to see if there are "camera muggers."

Opportunities for Pictures

One does some "shooting" by previous arrangements with counselors. Sometimes at breakfast or lunch a counselor will make it known that at a certain time they will be doing so and so in their section, at the stables or on the beach and there might be good opportunity for a picture. Much of it is done just snooping about camp, looking and waiting for a picture. I check the daily schedule the night before to familiarize myself with what the activities will be for the next day. This often helps.

One needs more than a camera and tripod. Hip boots are occasionally useful. I have, on short notice, gone in bare footed and legged to get in the right position for a beach shot. It necessitates going out with a unit on their overnight with saddle horses and to camp with them and sleep on the ground or in some old deserted barn on the hay. One must go where the youngsters go in order to get a true overall pictorial coverage of the entire camp program.

—Leonard Kamsler is a professional photographer who has specialized in camp work. Dr. W. J. Siemens, a physician, began taking pictures at the Henderson Camps in Washington when his son was a camper. He is now taking pictures of his granddaughter at the Henderson Camps.

ACA NEWS OF THE MONTH

ACA President Rogers Makes Final Report to Membership

By Fred V. Rogers
ACA President

The past two years, during which I have been privileged to serve as your president, have been among the most pleasant and interesting in my life. The fellowship and hospitality experienced as I visited with ACA people in every Region and most Sections has been wonderful. The opportunity to broaden horizons, share concerns and act as emissary for camping and ACA has been extremely worthwhile.

Selfishly, I feel somewhat reluctant to pass on the gavel and responsibility, which I have enjoyed so completely; but, recognizing the progress that occurs through change of officers who bring new ideas, new emphasis, new drive and enthusiasm, I anticipate, as do you, the coming biennium with its promise of accelerated progress for camping and ACA.

It is particularly gratifying to know the reins are in such capable hands. In Stan Michaels and his fine executive committee, we have experienced, dynamic leadership that means better things for ACA. His board appointments, now consummated, are outstanding and reflect the judgment and acquaintances which Stan has acquired during his many years of service on the ACA board and committees.

There is a certain pride in the progress and accomplishments of the past two years. Many milestones have been successfully passed, and the Association has grown in stature and membership service. For this, we recognize the dedicated effort of our staff in Martinsville, the Executive Committee, the Board of Directors, the Committee Chairmen and the host of people who served on their committees, and the Section officers. These are the people who work tirelessly and conscientiously to carry out the program of ACA, and we express our appreciation to them all!

The past is gone—but the future is ever with us! In behalf of the entire ACA membership, we extend congratulations and best wishes to Stan and his able body of colleagues

who can anticipate two wonderful years ahead! We confidently pass on the torch of camping to them.

The seven Regional Conventions are at hand. The programs represent many months of work by host sections. The Executive Committee has recently reviewed program content and confidently commend them as worthy of your attendance and sacrifice of time. One of the greatest values in your ACA membership is the opportunity to meet with other camp people and grow in knowledge and purpose through the sharing of experiences. Don't miss the convention nearest you. Add your presence and participation to the success of the meeting. Attendance at Section meetings and participation on committees is also an obligation of membership. You profit most when you serve!

Your Executive Committee spent several days recently discussing the affairs of ACA and camping. A review of the compilation of the recordings of the fall Workshop on "The Unique Contribution of Camping in the Next Decade" indicated this theme should be a program emphasis at Section meetings, and from there permeate into the camping philosophy of our membership. Camping has an important role in these troubled days, and pinpointing the unique ways in a clear and understandable way is a most helpful document for camping leaders to use in interpreting camping values to the general public. After a period of time for Section review and Regional Workshops, the manuscript will be produced for use of membership. The pressures of extended school terms, legislation, boats and travel, organized recreation programs and the like, are making inroads on camp attendance. Each individual in camping needs to know the values, purposes and aims of camping and then serve as an emissary. This is not the job of a committee but rather that of a concerted effort of everyone in the field!

The screening of candidates for the added Assistant Director position in ACA is completed, and the Executive Director will soon announce

the appointee. It is a compliment to the association that so many qualified people are attracted to a permanent position on our staff. The addition of this person will provide better and expanded service to our membership.

It is our hope that each member of ACA will assume the role of a committee chairman on membership. Whatever limitations are involved in the ACA program can be attributed to the proportionately small membership. A majority of camps and camping people in our membership must be an ever present priority and goal.

Travel camp standards are in the final stage of review and will be presented to the Board in February for final adoption. Sections should be prepared to implement these standards for the 1961 season.

The ACA Board will be represented at all Regional Conventions by an officer and the ACA Executive staff. They will be reporting to you on the affairs of ACA. Don't miss this informative part of your Convention, and be sure to meet these people personally.

Boy Scouts of America Enter Second 50 Years

The 51st anniversary of the Boy Scouts of America, being celebrated this month, has as its theme, "Strengthen America . . . Character Counts." Observation will include achievement awards for both individual boys and units, a Report to the Nation in Washington by 12 Eagle Scouts, Boy Scout Sunday, and special unit meetings.

1962 ACA Convention Topics Requested

The Program Committee for the 1962 ACA Convention, to be held in New York March 6-10, wants ideas for topics to be presented in small sessions. Your suggestions, with proposed speakers and discussion leaders, should be sent to New York Section, ACA, 342 Madison Ave., New York.

National Workshop Report Now Available

The proceedings of the National Workshop held last fall at Bradford Woods have been compiled into a booklet edited by Kenneth B. Webb. Taking as its theme "The Unique Contributions of Camping in the Sixties," the work group implemented

the keynote address by T. R. Alexander by discussions of three areas: Discovering and developing the camper's potential; Developing attitudes toward leisure and work; Broadening the camper's horizons.

Copies of this report have been circulated for use in program planning of the Regional Conventions.

Liability Coverage Survey Underway

Through the Cracker Barrel, ACA private-camp newsletter, a survey is being conducted on the important subject of liability insurance coverage in camps. The results from questionnaires filled in and returned to ACA headquarters will be in the February issue of *The Cracker Barrel*.

High Objectives Of PR Program

By Emil Nathan, Jr., Chairman
Committee on Communications
ACA Public Relations Committee

ACA's national Public Relations Committee helps to educate opinion-making groups of educators, doctors, legislators, parents and the general public about the work of ACA. Such important values as standards and the use of the ACA seal are interpreted. In addition, the national committee works with Section public relations committees to help further their responsibilities. Each Section's

PR committee works toward these objectives: to assemble, edit and publicize facts on camping; to interpret camping to ACA members and the public; to enlist the understanding and cooperation of all people in the development of "better camping for all;" to implement the ACA public relations program as developed by the national committee and the ACA board.

These are lofty and sometimes difficult objectives. Each Section needs your help. Only with full-time consciousness of and effort toward good public relations for camping can the program succeed.

New of Sections

Region II

A sound-and-color film, "Careers in Recreation," produced by the Athletic Institute, was purchased by the West Virginia Section and the West Virginia Recreation Society and placed in the Audio-Visual Library at West Virginia University. Available for loan to schools and youth-serving organizations, the film helps educate high school and college youth on the vocational possibilities of recreation and camping.

Region III

Joseph Gembis, Michigan Section's new president, in taking over his duties told the membership that program planning will emphasize camper certification, trip planning, and the revival of nature counselors'

training program. District meetings throughout the state will be encouraged to give wider spread to membership.

Region V

Chicago Section's January meeting was on Family Camping. The speaker was Nelson Wieters who teaches camping courses at George Williams College, and he approached the topic from two aspects: he individual family who goes camping, and the way in which an organized camp can use its facilities for families.

Wisconsin Section also emphasized Family Camping at its regular meeting last month and had as speaker Mr. Robert Ridley of the Milwaukee Recreation Department.

Region VI

Texas Section has elected Kitty W. Magee, director of Heart o' the Hills Camp, president of the Section. Other officers chosen are: Tom Voss, executive vice-president; Kay Horstmann, membership vice-president; Dee Dillon, secretary; Dr. Evelyn Dillon, treasurer, and Carol Knolk, nominating chairman.

Region VII

Marian (Mrs. Max) Caldwell, known to many ACAers as chairman of the Kindred Group Meetings held by private camp people at the San Francisco Convention, was recently elected president of the California Association of Private Camps.



1962 NATIONAL CONVENTION AMERICAN CAMPING ASSOCIATION STATLER-HILTON HOTEL, NEW YORK

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The New York Section of the American Camping Association, as host to this important Convention, invites you to attend. Participants will be from all areas of camping education — camp directors, educators, leaders in recreation, and those who work in related fields.

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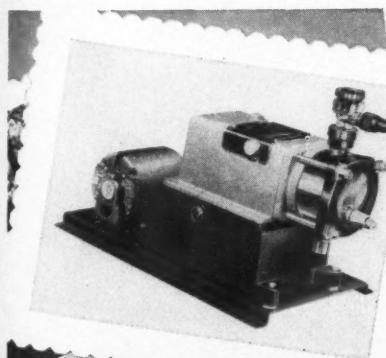
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George

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COUNSELORS. Sailing, tennis, athletics, pioneering. Small coed camp. Boothbay, Maine. Lester Rhoads, 251-18 61st Ave., Little Neck 62, N. Y. **lab**

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CAMP DIRECTOR—Girl Scout Camp in York County. Experience preferred. Write: Girl Scouts of York Area, Inc., 309 East Market St., York, Pa. Camp dates: June 19th to August 19th, 1960. **ab**

WAH-KON-DAH in the Missouri Ozarks, nationally known coed camp, seeks swimming, WSI, Red Cross small crafts, tripping, riflery head, registered nurse, water skiing, nature lore, athletics, cabin counselors, square dancing, dramatics, mature unit directors, program specialists, high school teacher-coaches for good permanent summer connections. Students age limit 20, or college junior. Give complete background in first letter. Write Ben Kessler, 108 South Hanley Road, St. Louis 5, Missouri. **labcd**

OPENINGS available at New England boys' camp for men to head crafts and dramatics departments. Openings also available to general staff with ability in wrestling, boxing, tennis, tripping, nature. Only college sophomores considered. Write Box 114. **klab**

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DIRECTOR and/or HEAD COUNSELOR. New limited enrollment coed summer camp (100 campers). Successful and highly acclaimed last season. Emphasis on horsemanship and finer skills. Also unique year-round program. 75 minutes New York City. State experience, family status. Write Box 146. **b**

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CAMP DIRECTOR (over 25 years old); assistant camp director, unit leaders (21 years old); counselors for units, waterfront (19 years old). Some group and camp experience. \$25.00-\$100.00 per week plus maintenance. Girl Scout Council of Greater St. Louis, 417 No. 10th St., St. Louis 1, Mo. **b**

COUNSELORS: Northern Wisconsin Girls' Camp. Counselors engaged for ability to live happily with campers as cabin counselors. Following program skills important but secondary: canoeing, sailing, tripping, swimming, riding, tennis, crafts, land sports, music, dramatics, riflery. 20 years or older, one year of college. Contact Miss Rosalie Giffhorn, Program Director, 313 South 54th St., Lincoln 10, Nebraska. **bc**

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SENIOR GIRL SCOUT CAMP on Martha's Vineyard, Massachusetts, seeks staff for sailing, canoeing, campcraft, marine biology. Also a nurse, cook, business manager. Write Box 152. **b**

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SUMMER IN MAINE

Counselor positions available. Young women. Swimming, canoeing, boating, tennis, field sports, archery, arts and crafts, dramatics, dancing, music, nursing, camp crafts, typing. Applicants must be over 19 years of age. Previous camp experience desirable. Special preference: Red Cross instructors. Write J. A. Baer, 2701 Manhattan Ave., Baltimore 15, Md. **lab**

NORTHERN MICHIGAN private girls' camp needs counselors and assistants in land and water sports, experienced waterfront head and sailors. Minimum 20. Mrs. E. V. Tomlinson, 16174 Glastonbury Road, Detroit 19, Mich. **ab**

COUNSELORS for private Michigan boys' camp. Waterfront head, archery, campcraft, canoeing, Indian dancing, tripping, sailing. Couple considered. Write: R. F. Jaenicke, 16174 Glastonbury Road, Detroit 19, Mich. **ab**

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for girls in Maine has openings on staff for swimming instructors (ARC) athletics, tennis, tripping, canoeing, sailing, golf, water skiing, riding, dramatics, riflery, fencing, crafts, music (piano), archery. general and assistant head counselors. Applicants must be 21 years of age with previous camp counseling experience. Salary range \$300 to \$575 depending upon experience, plus transportation allowance, clothing allowance etc. 190 campers and 70 staff. Write Allen Cramer, 300 Central Park West, New York 24, N. Y. **labcd**

HEAD COUNSELOR, female, well-established Maine girls' camp. Able to direct and supervise complete camping program. Openings also for mature counselors for trips, water skiing, athletics, Phys. Ed. majors. Box 135. **ab**

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COUNSELORS

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PRIVATE JEWISH coed camp in Laurentians needs: unit heads, cabin counselors, specialists—sailing, tennis, tripping, program, kitchen steward. Apply with references. Pembina Camp, 4792 Victoria Ave., Montreal, Canada. **abc**

DAY CAMP, specialist counselors, male. Extensive experience in your field required. Assume full responsibility. Automobile necessary. Commute to Philadelphia suburb. Write Box 130. **ab**

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JAYSON CAMPS, MONTEREY, MASS. MEN AND WOMEN: Division Leaders, tennis, waterfront, water skiing, small craft, pioneering, riflery, archery, golf, ceramics, pianist (play popular by ear, expert transposing), phys-ed majors. Write Box 876, Greenwich, Conn. **b**

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seeks staff for canoeing, sailing, water skiing, swimming, archery, golf, athletics, tennis, campcraft, arts and crafts, and painting. Salary commensurate with experience. Write Room 1807, 50 Broadway, N. Y. 4. **b**

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HEAD COUNSELOR, 24 plus, direct program, supervise staff. **NURSE**, R.N. Also activity counselors, established girls' camp in Ohio. Good salary. Write fully. Box 131. **b**

CAMP FOR LITTLE PEOPLE (ages 3-13) needs mature counselors, male, female, teachers preferred. Nurse, specialties, general. Write Jug Hill, P. O. Staatsburg, N. Y. **abcd**

CAMP DIRECTOR with a following for participation in beautiful summer camp on Saranac Lake. Call PL 7-6720 or write 121 Fountain Ave., Rockville Center, N. Y. **ab**

HEAD COUNSELOR—SPECIALISTS. Boys' camp in Berkshires, Mass. has fine openings for experienced men. Director of teen age unit in decentralized set-up. Also sailing, skiing, swimming, canoeing. Top camp craft specialists. Crafts, travel allowance, high salary range. Write fully. Box 132. **a**

ASSISTANT HEAD COUNSELOR WATERFRONT DIRECTOR

Desire women at least 25 years of age plus with extensive camping and waterfront experience, capable assuming responsibility as assistant head counselor in charge of all waterfront activities. Must have previous supervisory experience as well as knowledge and skills in all phases of waterfront activity including sailing, canoeing, swimming instruction, synchronized swimming, water skiing, to supervise a staff of twenty eight waterfront counselors. Write fully giving complete background. Box 123. **labc**

Help Wanted

CAMP LEONARD LEONORE, KENT, CONN. needs MEN and WOMEN with camp experience who can teach skills, land and water sports, various crafts, tripping, cultural activities, group and activity heads. Salaries start at \$300.00 plus allowances. For an exciting experience at a wonderful private camp apply to us at Box 186, Lawrence, N. Y. **abc**

PROGRAM DIRECTOR or WATERFRONT HEAD

for small coed camp (Vermont) with tremendous growth potential. Must have minimum following of 25 for four-figure salary. Educational background and references required. Write Box 137. **abc**

CABIN COUNSELORS, 20-25 years. Good salaries and facilities. Nelson E. Smith, 57 North St., Harrison, N. Y. **ab**

COUNSELORS. Private girls' camp in New Hampshire seeks head of arts and crafts department, sailing and tennis counselors. Write Box 153. **bcd**

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DIRECTOR with following for small Vermont guidance oriented camp. Summer and/or year round position. Excellent opportunity. Call N.Y.C., JU 2-7818. **ab**

Positions Wanted

EDUCATOR with 13 years' camping experience from counselor, head counselor, purchasing agent to owner-director desires seasonal or full time administrative position. Age 37, male, M. Ed. Write Box 261, Enfield, Conn. **tf**

COLLEGE SOPHOMORE girl, WSI, experience teaching waterfront activities, nature lore and dancing. Interested in position at girls' camp Jody Marquis, 49 Whiting, Knox College, Galesburg, Ill. **ab**

DIRECTOR-OWNER of private school with camping background and experience desires active, long-term association in administrative or executive position. Write Box 145. **ab**

DIRECTOR, organizational girls' camp. B.S. and M.A. with 12 years of broad camping experience. Select staff following of general counselors, specialists, program director, secretary. Highest references. Write Box 144. **b**

EXPERIENCED SAILOR, have ARC, WSI, and ARC sailing instructor, college freshman. Marjorie Garbisch, Carleton College, Northfield, Minn. **b**

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CHEF STEWARD — A#1, female, menu planning, kitchen manager, expert in preparing wholesome and tasty meals. Write Box 148. **b**

SOCIAL WORKER, age 30, male, white, married, with 18 years' camping experience in administration, promotion, program development, supervision and camp maintenance, desires seasonal or full time position as director or assistant. Write Jack Leidinger, 3271 Cedar Ave., Scranton 10, Pa. **b**

COUPLE: Registered nurse, husband professor physical education Southern University, available for suggestions, no children, experience 8 years counselor, riflery, tennis, athletics, division head. Desire your comments. Write Box 151. **b**

Positions Wanted

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PROGRAM DIRECTOR, age 32, 12 years' experience, presently professor of outdoor education and camping at college level. Desire gentle boys or coed camp. Write Box 141. ab

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AFTER TAPS

... the time when directors, leaders, and counselors recall the successes and failures of the day, plan to make tomorrow a better day, and think about the opportunities — seized and missed — of this wonderful thing called camping.

The Counselor Sees His Charges

By Charles Gillican

FOR us who are involved in leading youth to a better understanding of self and the world, it seems important that we realize the potentials in human personality. This may seem a bit of a verbalism, yet modern psychology has shown us the dynamic quality of human growth. We as camp people working with youth in a total camp experience, may do well to see the camper as an individual capable of experiences quite different from last year or the year before.

The cumulative record and parent information sheets are necessary for understanding a camper and the context of the home. Personal inquiry by a counselor about the campers who are to be under his supervision will reveal a great deal. This is probably a part of informal conversation between counselors in most camps. These tools should not be overlooked, because it is important that we know all that we can about each camper. Bearing these aids in mind, we should look further.

The "problems" of the camper, as set down by parents and those interested in him, may not show up when he gets to camp, or the camper's preoccupation with them may soon be lessened. The social and emotional climate may not be that which would warrant the "problem." The child may be involved in change. He may feel better about the world in which he finds himself. What appeared to be a problem for Mom and Dad may be minimal in the cabin situation. Indeed, the new situation may have helped the camper to resolve the difficulty.

New relationships and a new frame of reference (the counselor) often give the youngsters new confidence. This is especially true if the counselor is not judging as he sees the camper. Sensitive leadership will aid

in the discovery of the needs of the camper. Then we must assume that counselor attitude is a vital part of real counselor "know how." It is fortunate that more emphasis is being put on the skill of human feelings, in counselorship, as we choose counselor staffs. This is as it should be, when we consider the great amount of time the counselor spends with the camper. His influence on the camper is one that may determine success or failure in our endeavor to give the camper a wholesome experience in living.

Thus it is imperative that the counselor have access to basic information about the camper. And yet, if this information should ever thwart the growth of a single camper by stereotyping his less desirable behavior in the past, we need to re-evaluate our purpose as counselor. If the counselor should have occasion to inquire about a camper from other counselors or acquaintances of the camper, it must be remembered that a stereotyped concept of anyone goes against the grain of current findings in the area of personality growth as well as our own democratic ideals.

The not-too-nice things that Johnny did last year should be known in order to help him this year; but they should not be retained as a fact of the present. It is better procedure to emphasize strong points rather than weaknesses in the young. This is consistent with values that most of us claim as camping people.

If we truly believe in the democratic way, we must give our campers every chance to develop to their fullest capacities without having the stigma of "lazy" or "dumb" attached to their names. If we see our task as that of helping campers to become better citizens in our civilization, it is right that we keep these thoughts in mind.

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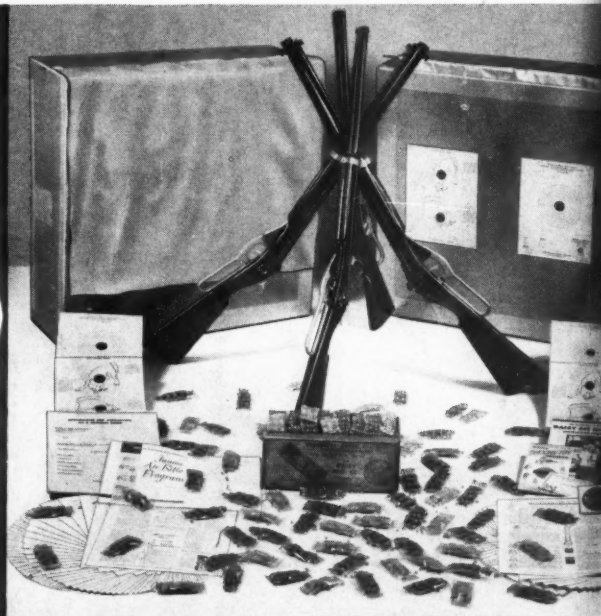
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